

The Role of Habituation in Instilling Religious Values in Elementary Students

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***Abstract.** Building religious character among elementary school students is a crucial component in the world of education, which can be the foundation for their daily actions and behaviors. In view of this, SD Muhammadiyah 1 Gempol applies the habituation of religious activities in shaping students' religious character. This study aims to examine more concrete strategies in instilling religious values in elementary school students, one of which is using the habituation method. The method used in this research is descriptive qualitative method. Where data collection is done through interviews, observation, and documentation as well as reviewing previous articles relevant to this research. The subjects in this study were students of SD Muhammadiyah 1 Gempol. The results of this study only describe in-depth interviews and observations that have been conducted on research subjects so as to provide a clear picture of the implementation of religious character education through habituation methods. The results of the research at SD Muhammadiyah showed success in increasing the religious value of students carried out through habituation of morning apple activities by reading short letters, asmaul husna, and Muhammadiyah student promises.*

Keywords –Habituation; Religious Character; Establishment

I. INTRODUCTION

Building religious character among primary school students is a crucial component of education, which according to Salmia et al. (2024) includes teaching moral and spiritual values that become the foundation for their daily actions and behavior. In shaping students' character and religious education, schools have an important role because they have various religious activities to instill religious values in students (Sari et al., 2023). In addition, according to Hadi (2016) religious activities in schools can help internalize religious values. Thus, religious character education can form students who have good morals and spiritual awareness. Character education is currently an issue that is often discussed. Every individual needs values that can be applied in everyday life.

Character has an important role in determining a person's success in life. If someone has a strong character, they will be able to face the challenges of the times and develop a healthy mindset (Ahsanulhaq, 2019; Nurbaiti et al., 2020). In connection with this, Anifah (2017) states that Islamic religious education is very necessary to be instilled in us from an early age. Habits and examples from parents, as well as exercises must be given to children from an early age and school age, so that they can get used to behaving and behaving with morals.

In primary schools, habituation can be implemented through routine activities and daily practices that reinforce religious values, such as morning prayers together, ethics lessons based on religious teachings, and providing examples of behavior that reflect these values. A positive school environment and setting a good example also play an important role (Irhamna & Purnama, 2022). This habituation does not only happen at school, but also requires active participation from the family. Collaboration between school, home and community allows the habituation of religious values to be more effective and sustainable.

According to research conducted by Akhyar & Sutrawati (2021) consistent habituation helps form religious character and high morals in students. Those who are familiar with religious values often exhibit positive behaviors, including being responsible, honest, disciplined, and caring for others.

Therefore, the habituation strategy is very important to instill religious values in elementary school students, with the aim of creating a generation that is not only academically smart, but also noble.

In the previous article written by Sari et al. (2023) also discussed issues relevant to the current research, but did not elaborate on effective strategies or methods to instill Islamic values in students. Therefore, this study will explore more deeply the concrete strategies used by teachers in instilling religious character or religious values.

According to Sudrajat (2011) strategies in implementing character education can be done in many ways, one of which is through the habituating method. Agreed with this Azizah et al. (2023) stated that the habituation method has proven effective for instilling religious values in students. The habituation method can also be interpreted as the process of repeating certain actions until they become a habit. This strategy can be a strong foundation in developing religious character education in elementary schools (Muslih, 2022).

II. METHODS

In this study, researchers used descriptive qualitative methods. By collecting data through interviews, observation, and documentation as well as reviewing previous articles relevant to this research. The theoretical study used in this research must be consistent and based on methodological assumptions, in other words, it must be applied inductively to avoid questions that will be asked of researchers. Researchers conducted qualitative research because this research is exploratory (Ali & Limakrisna, 2013). The results of this study only describe in-depth interviews that have been conducted with research subjects so that they can provide a clear picture of the implementation of religious character education through the habituation method.

A. Research Subject

The research subject in this article is SD Muhammadiyah I Gempol, Gempol District. The entire school community is involved in this research subject.

B. Data Collection Techniques

This article research uses several data collection techniques, including:

1. Observation Method

According to Sugiyono (2018) in Anggraini & Wulandari (2020) observation is the process of observing situations and conditions. observation is carried out by the observer to observe activities or culture that usually occur at SD Muhammadiyah I Gempol.

2. Interview Method

In this study, interviews were conducted with the principal and deputy curriculum of SD Muhammadiyah I Gempol. The interview was conducted to find out in more detail the culture that is often carried out by SD Muhammadiyah 1 Gempol as a habit in instilling religious character in students.

3. Documentation Method

The documentation method is data collection by collecting and analyzing data both in writing, images, and electronics (Al Munawaroh, 2013). In connection with this Dewi et al. (2016) expressed their opinion that documentation is carried out to prove the truth that researchers go to the field, documentation can contain photos, videos, sound recordings, and others. Therefore, when conducting observations, documentation is carried out by photographing the activities that occur, taking portraits during interviews and recording interviews.

4. Literature Study Method

This method collects data through reading recording and managing research materials. In addition, the literature study also serves to provide a clear definition of the problem to be studied, avoid imitation so that there will be no similarities between new research and previous research (Prasetyo, 2014). Through literature studies by reading previous research journals to redevelop thoughts in this study (Ainin, 2014).

C. Data Analysis Technique

Data analysis is an effort to systematically search and organize the results of data collection that has previously been carried out through interviews, observations, and other results to improve the researcher's understanding of the case under study and present it in findings for others (Nurdewi, 2022).

III. RESULTS AND DISSCUSSION

This research was conducted at Muhammadiyah Elementary School which is the best Islamic-based private school. This school is called SD Muhammadiyah 1 Gempol, in this study observing the habits of the school in instilling religious values in students as well as the methods and strategies of its application in the form of support and cooperation of student guardians with schools in the success of habituation of religious value cultivation.

Based on the results of observations at SD Muhammadiyah 1 Gempol, it is true to apply the habituation of religious value cultivation to students in accordance with the vision and mission of the school. Observations were made by researchers from the morning students came to school until they left school. Researchers when making observations saw students applying 5S (Smile, Greeting, Greeting, Polite and Polite) to teachers and school residents. Students always smile when entering the school area and greet the teacher. Before conducting learning activities, students and teachers held a morning assembly by reading several short letters, asmaul husna and the Muhammadiyah student pledge. This shows that SD Muhammadiyah 1 Gempol applies this to instill religious values in students.

One of the efforts made by the school is to carry out habituation which is carried out every day before the learning process takes place. Teachers are the main role in instilling religious values at school (Huda et al., 2021). Therefore, the implementation of morning apple activities is not only carried out by students but also attended by the entire board of teachers. After carrying out apple activities, all students line up in an orderly and neat manner to take turns shaking hands with the teacher who then enters the class in an orderly manner.

The implementation of activities to instill religious values in students certainly has supporting factors from several parties, including facilities and infrastructure, student guardians and school residents. The existence of facilities and infrastructure can support the implementation of habituation, the support of student guardians who can help smooth all school activities because student guardians want schools to be able to provide the best for students, and the support of school residents who must consistently carry out this activity so that it becomes a habit that can instill religious values for students (Aulia, 2016). One form of support provided by student guardians seen by researchers when making observations or observations is student guardians who bring students to school early and no one is late so that students can attend apples every morning. With this habituation activity, students can memorize asmaul husna and understand the values contained in the Muhammadiyah student pledge.

The habituation activities carried out by SD Muhammadiyah 1 Gempol not only instill religious values, but also teach students to get used to using various languages including Indonesian, English, Arabic and Regional Language (Krama Halus). The form of habituation of the use of several languages can be seen when reading the Muhammadiyah student pledge which is read alternately every day with several languages so that students can get used to pronouncing several languages.

The school applies the habituation of cultivating religious values not only with morning apple activities but there are several activities seen by researchers, namely the habituation of reading several short letters and prayers before starting the learning process. The habituation of reading prayers and short letters before starting the learning process is one of the strategies that can be done to raise religious values in students, besides that it can make students more prepared to start learning.

IV. CONCLUSIONS

Based on the explanation above, it can be concluded that SD Muhammadiyah 1 Gempol is successful in implementing habituation to increase religious values in students. Students also apply 5S (Smile, Greeting, Greeting, Polite, and Courtesy) towards teachers and school residents. In addition, the strategy used is also through morning apple activities by reading short letters, asmaul husna, and the Muhammadiyah student pledge. The habit is carried out again before students begin the learning process in the classroom, namely reading short letters and praying. This is also an effective strategy in increasing religious values in students.

The success in increasing religious values in students, of course, is the role of school residents, teachers and student guardians. The involvement of teachers and the consistency of school members in carrying out morning roll call activities can strengthen this habit. In addition, student guardians who bring students to school early so that they can participate in the morning apple activities can also support this habituation. In addition to instilling religious values in students, the morning apel activity also trains students' language skills, because when saying the Muhammadiyah student promise, students are accustomed to using different languages every day, such as Indonesian, English, Arabic, and local languages.

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